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ABSTRACT

There exists much research and theoretical literature on school restructuring that is of interest to policymakers, practitioners, and educational researchers. In this publication, a bibliography of journal articles, manuscripts, and books is provided that divides the literature into five areas. Section 1, "General References on School Restructuring," contains 89 references on proposals for school reform (32), how schools work (24), and on the change process (33). Section 2, "Student Experience," contains 103 references on curricular and instructional reform (40), methods of grouping students (24), student engagement (11), and alternative assessment (28). Section 3, "Professional Life of Teachers," contains 35 references on analysis of teachers' work life (20), and proposals for enhancing the teaching profession (15). Section 4, "School Governance," contains 57 references on policy issues and new structures for accountability (15), school-site management (13), leadership (10), and school climate and culture (19). Section 5, "Collaboration Between Schools and Community," contains 20 references on policy issues (10), coordination of social services for children (7), business and school partnerships (4), and parent involvement (9). Contains an author index. (TEJ)

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CENTER ON ORGANIZATION AND RESTRUCTURING OF SCHOOLS

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Wisconsin Center for Education Research
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Center Mission

The Center on Organization and Restructuring of Schools studies how organizational features of schools can be changed to increase the intellectual and social competence of students. The five-year program of research focuses on restructuring in four areas: the experiences of students in school; the professional life of teachers; the governance, management and leadership of schools; and the coordination of community resources to better serve educationally disadvantaged students.

Through syntheses of previous research, analyses of existing data, and new empirical studies of education reform, the Center focuses on six critical issues for elementary, middle and high schools: How can schooling nurture authentic forms of student achievement? How can schooling enhance educational equity? How can decentralization and local empowerment be constructively developed? How can schools be transformed into communities of learning? How can change be approached through thoughtful dialogue and support rather than coercion and regulation? How can the focus on student outcomes be shaped to serve these five principles?

Center Publications

In the fall and spring of each year, the Center publishes an issue report which offers in-depth analysis of critical issues in school restructuring; *Issues in Restructuring Schools* is distributed free to all persons on the mailing list. In addition, three "briefs" targeted to special audiences are offered yearly. Our 1993 bibliography, currently available, is distributed free on request; it will be updated again in 1994 and 1995. Occasional papers reporting results of Center research will be available at cost. To be placed on the mailing list, please contact Karen Prager, Dissemination Coordinator, Center on Organization and Restructuring of Schools, University of Wisconsin, 1025 W. Johnson Street, Madison, WI 53706. Telephone: (608) 263-7575.

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BIBLIOGRAPHY ON SCHOOL RESTRUCTURING
1993

This bibliography provides a recommended list of research and theoretical literature in school restructuring. The literature, chosen to be of interest for practitioners, policymakers, and researchers, is organized into five areas: I. General References, II. Student Experiences, III. Professional Life of Teachers, IV. School Governance, and V. Collaboration Between Schools and Community. These topics reflect specific research projects conducted at the Center on Organization and Restructuring of Schools.

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(includes ability grouping, tracking, nongraded programs, task grouping)

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